


Risby CEVC Primary School

Special Educational Needs and Disabilities (SEND) Policy

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Signature of Chair of Governors:	
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Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for at the earliest opportunity;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process;
- To establish effective liaison with other professional bodies.

Introduction

Risby Primary School provides a broad and balanced curriculum for all children. The class teacher is responsible for the progress of every child. Planning is expected to meet the specific needs of individuals and groups of children in each class and class teachers are required to identify pupils making less than expected progress, given their age and individual circumstances. This can be characterised by progress which is (but is not limited to):

- Significantly slower than that of their peers starting from the same baseline;
- Failing to match or better the child's previous rate of progress;
- Failing to close the attainment gap between the child and their peers; or
- Widening of the attainment gap.

High quality teaching, differentiated for individual pupils, is the first step in responding to all pupils. Where planning is appropriate and progress continues to be less than expected, a child is initially identified as needing additional support and targeted interventions, with measurable outcomes, are put in place. If progress continues to be less than expected, the child may have Special Educational Needs (SEN) and specialist advice is sought from the SENDCO. Such children may need different help from that given to other children of the same age. Children may have special educational needs at any time during their education and this policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Special Education Needs & Disability (SEND) Code of Practice 2015 requires that we have a qualified teacher designated as Special Educational Needs and Disability Co-ordinator (SENDCO). The SENDCO has an important role to play, with the Headteacher and Governing body, in determining the strategic development of the SEND policy and provision in the school. At Risby Primary School the SENDCO is Miss Lizzie Wyatt. In addition, we have a SEND Specialist, Mrs Trish Grenfell, both of whom, together with the Headteacher, make up the SEND team.

At Risby Primary School the SENDCO/SEND Team:

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for, and manages the responses to, children's special educational needs;
- Supports and advises colleagues;
- Oversees the records of all children with special educational needs and disabilities;
- Maintains a register of SEND and ensures that office staff have sufficient information to maintain the school's data management system accurately;
- Communicates and co-operates with parents;
- Communicates and co-operates with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision and reports to the Governing body;
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs and disability;
- Contributes to the professional development of all staff by attending courses and conferences, disseminating information through staff meetings and arranging specific in-service training sessions when necessary.

Educational inclusion

At Risby Primary school we strive to achieve the best outcomes for **all** our children. We achieve this through the removal of barriers to learning and participation, because we want all our children to feel that they are a valued part of our learning community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Learn in different ways
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

At Risby Primary School, we support children in a manner that acknowledges their entitlement to share the learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation, but there are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside of the classroom. Teaching assistants and learning support assistants often work with the class teacher and the SENDCO to deliver pupil progress and narrow gaps in performance.

At what point should the class teacher engage the SENDCO?

Children's progress is discussed regularly at half-termly Pupil Progress Meetings. These take place with the class teacher and the Headteacher. When a child is identified as making less than expected progress, the class teacher works with the Headteacher to discuss particular difficulties the child may be experiencing and works out strategies that may be helpful within the class. If the child continues to make less than expected progress the Class Teacher meets with the child's parents to discuss concerns and views are recorded on a 'Supporting My Journey Around the World' form, which is then passed on to the SEND team. The SEND team has a consultation meeting the week following pupil progress meetings, so that the Supporting My Journey Around the World forms can be discussed and plans put in place: this may include additional strategies as part of High Quality Teaching, additional support/interventions outside of the classroom, and/or referrals to external agencies. If additional support is required, a Learning Support Plan is created and shared with the parents. Interventions are targeted and contain measurable outcomes.

The child's progress is monitored in Pupil Progress Meetings for the next term, in which the child's progress is discussed. The discussion focuses on whether the intervention has been effective and should stop, if a different intervention is required or if there are SEND concerns. If the intervention has not resulted in the required progress being made, the class teacher meets with parents to discuss the child's progress and seek parental views. During this meeting a Supporting My Journey Around the World form is completed, which is discussed at the next SEND consultation meeting. If it is decided that further support is required, the child's teacher updates their Learning Support Plan, with support from the SEND Team, and they are placed on the SEND register, in consultation with parents. Every term the class teacher and SEND team work together in assessing, planning, implementing and reviewing progress (the graduated approach).

SEND support provides every child or young person with SEND, but not on an Educational Health Care (EHC) plan, with the additional support they need to progress at school. Responsibility for the progress of a child with SEND will always rest with the class teacher and, whilst Teaching Assistants and Learning Support Assistants can be part of a package of support for the individual child, they will never be a substitute for the teacher's involvement with that child.

If through discussion with the SEND team and the class teacher, it is felt that support is needed from outside services, we will always consult with parents prior to any support being actioned. In most cases, children will be seen in school by external support services such as the Educational Psychology Service, Speech and Language Therapists, health professionals, social services or other specialists.

If, as a result of targeted intervention and/or external specialist involvement, a child continues to demonstrate significant cause for concern, a request for an Educational Health Care Plan (EHCP) assessment may be made to the Local Authority (LA). This will be discussed with parents, prior to any application for an assessment. A range of written evidence about the child will support the request and, if an EHCP is granted, this will stay in place until the child is 25 years old, provided the child remains in education. An EHCP is reviewed annually by the SENDCO, the Headteacher, any external specialists involved with the child and the parents, to review the needs of the child and consider any increase or decrease in support required.

If a child enters the school significantly below their expected chronological age then the SENDCO will be involved immediately. The SENDCO will work in partnership with the class teacher, Head Teacher, SEND Specialist and the child's parents to support the child's needs and identify suitable strategies, interventions and provision.

Learning Support Plans and additional support can also be triggered by an expression of concern by a parent or other professional. In this instance, this concern will be addressed through the completion of a Supporting My Journey Around the World form, which will then be addressed in the next SEND consultation meeting.

For more information, see Appendix A for the flow chart explaining our SEND procedures.

The role of the Governing Body

The Governing Body has due regard to the SEND Code of Practice 2015 when carrying out its duties toward all pupils with special educational needs and disabilities and does its best to secure the necessary provision for any pupil identified as SEND. The Governors ensure that all teachers are aware of the importance of providing for these children. Dr Sarah Lockhart is the SEND Governor with specific oversight of the school's provision for pupils with special educational needs and disabilities. She ensures that all Governors are aware of the schools SEND provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The Headteacher, supported by the SEND team, is responsible for the operational management of the specified and agreed resourcing for special needs provision within Risby CEVC Primary school. For children with complex needs the SEND team can apply for Higher Needs Funding (HNF) on a termly basis. Evidence has to be forwarded to the LA which profiles how the children are performing in language and literacy, mathematics, personal and social development and sensory, physical and medical needs. This funding mechanism also applies to the Early Years Foundation Stage.

The Headteacher informs the Governing Body of how the funding allocated to support children with special educational needs and disabilities has been employed. The Headteacher and the SEND team meet to agree on how to use funds.

Partnership with parents

At Risby, the Headteacher, class teacher and SEND team work closely with parents to support those children with special educational needs and disabilities and parents are always invited to attend a meeting before a Learning Support Plan is created for a child who has been identified as having special educational needs or disabilities. At the initial meeting we set clear and measurable outcomes; discuss the activities and support that will help achieve them; and identify the responsibilities of the parent, the pupil and the school. We inform parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs or disabilities. At the following meeting we review progress towards the desired outcomes and whether the intervention has been effective and should stop, or, if it should continue.

Flowchart of actions following identification of SEND/ possible need

